KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT
A CHECKLIST

Learning Environments	+ or -	Notes:
Areas of the classroom are clearly defined with visual/structural parameters		
Each learning environment has a clear purpose or function		
Distractions are minimized in the direct instruction and independent work area areas		
Children are seated and positioned to maximize focus on task or person		
Materials needed for activities are in appropriate places in the classroom where students can access them easily		
Materials are clearly marked with visuals for all students to see		
Materials are age and developmentally appropriate for the students		
Adaptations are made to materials where appropriate to maximize student success		
DIS services are provided in the least restrictive environment possible		

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Activities	+ or -	Notes:
Activities have a clear functional purpose		
Activities are age and developmentally appropriate		
A variety of activity-types are available including sedentary, active, group, independent, cooperative, teacher directed, and independent activities.		
Students have access to the general education curriculum and typically developing peers for activities whenever appropriate		
Students are actively engaged in goal directed and/or social activities during free time		
Each student is engaged in at least part of each classroom activity, using same or similar materials as other students and carrying out objectives that are "invisibly" embedded in the ongoing activity		
In large group activities, students are actively addressed at least every 2-3 minutes by "lead" teacher		

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Instructional Strategies and Programs	+ or -	Notes:
A variety of instructional strategies are being used and are based on the skills being taught and the student's strengths.		
Specific curriculum (eg. PECS, social stories/comic strip conversations, etc.) are implemented as intended and when appropriate.		
Task analysis with forward or backward chaining used when appropriate.		
Whole task vs. Partial task presentation used when appropriate.		
Direct instruction (1:1/DIS/ Discrete trial) is used as necessary to teach initial acquisition of skills.		
Skills taught in direct instruction (1:1, DIS) are generalized into classroom/group activities as soon as possible.		
A variety of prompts are used and based on the skill being taught and the individual student.		
Error correction strategies are used consistently and are appropriate to the given task.		
Data is collected and progress is documented on an ongoing basis.		
Consistency in teaching is observed across trainers.		

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Schedules	+ or -	Notes:
A classroom daily schedule of class activities is posted where all students and staff can see it.		
The classroom schedule is consistent and predictable from day to day.		
A staff schedule is posted outlining staff responsibilities.		
Students planning/organizational skills are assessed and goals are developed if appropriate.		
Instructional programs for planning/organizational skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used.		
Targeted students have individual schedules which include each major transition.		
Individual student schedules are appropriate for each student's functioning level.		
Individual schedules are designed to support independent transitions, organization and planning.		
Schedules are reviewed with students/staff on a daily basis and are used as a tool to teach organizational/planning skills.		
Changes or new activities are visually indicated on the schedule.		

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Transitions	+ or -	Notes:
Students transition skills are assessed and goals are developed if appropriate		
When appropriate, instructional programs for transition skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used.		
Transition objects or icons are used when appropriate		
Students are actively taught to use the schedule and transitional objects.		
Destination points are visually marked.		
Transition path is clear and easy to navigate.		
No major distractions are present along the transition path.		
There are clear and consistent signals used to indicate need for transition.		
Teacher or activity is prepared when the student reaches the destination.		
When appropriate, students are taught how to wait using appropriate visual cues and activities.		

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Rules and procedures	+ or -	Notes:
Procedures for materials storage and accessing materials are taught, reviewed and reinforced on a regular basis.		
Procedures regarding classroom boundaries (teacher's desk, storage areas, etc.) are taught, reviewed and reinforced on a regular basis.		
Routines for entering, exiting, and moving within the classroom are taught, reviewed and reinforced on a regular basis.		
Procedures for getting help, getting a drink, going to bathroom, pencil sharpening, etc. are taught, reviewed and reinforced on a regular basis.		
Procedures for free-time and/or quiet areas are posted, taught, reviewed and reinforced on a regular basis.		
Procedures for transitions at recess, lunch, dismissal, and other predictable times are taught, reviewed and reinforced on a regular basis.		
Above procedures are posted visually when appropriate OR students are able to tell most of the procedures.		
Homework policies are reviewed and reinforced on a regular basis.		
Classroom rules regarding behavior expectations are posted, taught, reviewed, and reinforced on a regular basis.		
Classroom rules are stated in positive language.		
Classroom rules are limited to no more than 3-5 rules.		

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Student Communication	+ or -	Notes:
Students communication skills are assessed and appropriate goals are developed		
Instructional programs for expressive communication are developed and specify setting, materials, prompts, error correction and reinforcement to be used		
Students have appropriate expressive systems to initiate, request, state needs, protest and make choices		
Expressive systems are conventional so that peers and "untrained" responders can comprehend them		
The environment is set up so that students need to communicate frequently		
Student initiated communication is responded to immediately		
All adults respond to student communication similarly		
Communication system is used across the school day and in a variety of environments		
If PECS is used, staff are following the protocol as outlined in the manual		

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Personal Independence & Competence	+ or -	Notes:
Independence is facilitated by an adult when necessary, but not excessively to promote prompt dependence		
Students set up, complete and put away activities or are learning these skills		
Students are able to learn observationally/imitate others or are working to learn these skills		
Students abilities to stay on task and work independently are assessed and goals and objectives are developed as appropriate (i.e. on task time, sequences multiple tasks)		
Instructional programs for on task and independent work skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used		
What independent work, amount of work, and what student should do following independent work are specified using visuals whenever possible		

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Motivation	+ or -	Notes:
Ongoing reinforcer assessments are being conducted with preferred items documented where all staff can access.		
A variety of student selected rewards are available (activities, foods, tangibles, etc.).		
Reinforcement contingencies are visually mediated (token systems, behavior contracts, etc)		
Students pre-select the rewards from reward menus prior to beginning the designated task/interval.		
Reinforcement plans are contained within behavior plans and instruction plans for each student goal.		
Staff provide sufficient rates of enthusiastic social praise.		
Rewards are delivered in a timely manor based on the pre-set criteria specified.		
Highly desired activities follow less desired activities on the daily schedule.		
Student motivation is kept high through frequent changes in materials/activities		
Student motivation is kept high through maintenance trials/insured success during difficult tasks.		

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Behavior	+ or -	Notes:
Students are given adequate access to positive reinforcement and feedback from staff re: appropriate behavior.		
Minimal social engagement occurs around unwanted behaviors.		
Intervention occurs early in the sequence of escalation.		
Staff utilize proactive strategies to manage behaviors rather than negative/punitive consequences.		
Students who engage in behaviors which are dangerous or interfere with learning have written Behavior Plans.		
Behavior Plans are in writing and immediately available in the classroom where all staff can access. Staff have been trained in plan implementation.		
Behavior plans are based on functional assessment information.		
Behavior plans include prevention, response to behavior, teaching and reinforcement of the alternative behaviors.		

Replacement behaviors/alternative behaviors are being actively taught and there are instructional programs developed specifying setting, materials, prompts, error correction and reinforcement to be used.		
Ongoing data is being collected on target behaviors and replacement behaviors.		
Incident reports are used when appropriate.		
Physical management of students is not used except in emergency situations.		
Staff are trained in approved physical strategies (district, regional and state) for responding to assaultive behavior and/or emergency behavior.		
Behavior Plans are implemented consistently by all teachers and providers.		

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Staff Roles and Responsibilities	+ or -	Notes:
Teacher communicates with staff and volunteers regarding their specific role and responsibility.		
Teacher communicates with staff and volunteers regarding confidentiality.		
Teacher communicates with staff and volunteers regarding professionalism.		
Communication with parents and agencies is channeled through the teacher.		
A consistent place or time is established for exchange of pertinent staff information.		
Staff training for program implementation is provided by teacher.		
Teacher provides regular feedback to classroom staff regarding program implementation		

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Documentation	+ or -	Notes:
Regular, consistent documentation of skill acquisition for IEP/goals and objectives is completed.		
Programming decisions are based on skill acquisition data.		
Teacher communicates with parents as per IEP regarding skill acquisition.		
Staff are trained in data collection systems.		